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The CAMPING MAGAZINE

Camps in the War Effort

- Leadership
- Victory Gardens
- Psychological Backgrounds
- Regional Conference Reports
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MARCH

1943

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It's Not Camping That's on Trial; It's Camp Leadership

By

William Gould Vinal

"Save me from meetings that go on and on
While children squirm and wiggle in their chairs,
Till men snore fitfully and women yawn,
As orators harangue—and no one cares."

—Robert Wilkins

CAMP Directors have always been bedevilled by a multitude of problems. Today, more than ever, Camp Directors are facing a supreme challenge. Millions of young men on Guadalcanal, in Northern Africa, in training camps wherever they have been sent, are proving the claims of camping. WAACS and WAVES profited by camping too. Young campers left on the home front are anxious to do their part. We camp directors, more than any other group of educators, are in a favorable position for providing the environment that will determine the future quality of these children. It's camp leadership that's on the spot. We can't kid these youngsters with extravagant booklets. We can't half-heartedly attack the problem. This is camping's greatest opportunity. Camps must deliver! The whistle has blown! *The Camp Director Needs a New Dictionary.*

Perhaps he isn't acquainted with the USES (United States Employment Service) where he may get farm jobs for his campers. Perhaps the USES in his district, just now, are concerned with year round workers and not with seasonal work. Perhaps he has never cooperated with the 4H County Extension leader who can help him organize a poultry club. He may (wrongly) take it for granted that the War Man Power Commission, the Office of Civilian Defense, the Forest Fire Fighters Corps, the Public Safety Committee, and the Airplane Spotting Stations do not need his camp. He can't spend all his time going to committee meetings. A conference can be a partial clearing house of information. The Camping Magazine can publish the latest findings. An institute can help train leaders. Even so, much remains for the busy camp director himself. It may be for example, that in his situation he not only is justified but it is an obligation to defer the closing of camp for fruit picking. This summer the camp director not only has to organize but he has to organize to do a specific job. That job is to meet War Emergency needs. It's

not his camp that's on trial. It's leadership in his camp.

There is Great Confusion About Camp Victory Gardens.

Victory Gardens like a munitions factory require man power and tools. Gardening is a wonderful antidote to hysteria and nerves screwed tight. We must not repeat the mistakes of 1917. Some say that the School Garden Army, in the first world war, destroyed more seed and fertilizer than the value of the food actually produced. We need nitrates for ammunition. It would be ill-advised to ask industrial workers to plant a vegetable garden in every back yard. Soil excavated to make cellars is poor soil. There is grave suspicion about our encouraging folks to garden who know practically nothing about it. It is no use to plant crops that will be left unharvested. If a policy is issued for community or commercial gardens it does not mean home or camp gardens. In "Martin Chuzzlewit" the deaf cousin felt perfectly competent to discuss the settlement of an estate because she did not know anything about it. We must mobilize our garden thinking, before spring. Time is short. There is no law against freedom of thought or expression. The best antidote for confusion is information. When the Camp Land Army returns next fall they will have a better understanding of the issues involved in winning the war and the peace.

Farmers are in a Muddle Too.

Many farmers feel lost and disgusted. Dairy cows are being slaughtered for lack of farm help. Farmers do not know how much they are going to plant. Seeds from Europe have been cut off. Some 2,000,000 men have been drained from the farm labor supply. Farmers do not know what to expect in the way of labor from the Farm Security Agency. Many are not acquainted with the United States Employment Service. They do not know how much of this or that is needed or which is essential. Draft boards interpret regulations differently. Blame the Nazi's. Blame the war. Blame the government. However, you will have only yourself to blame if you do not use your common sense in lining up your camp staff.

Food for Freedom is a Mighty Weapon.

Next to the military in importance comes food. It can determine the outcome of the war. Armed forces cannot function without food. Lend-lease food is being shipped to our allies. In this Land of Plenty there is a food shortage. It has now become evident that there can be no stock pile. We will scrape the bottom of the barrel for the duration. Every camper can understand these statements. He also knows that home-grown and canned fruit and vegetables will not be rationed. These are facts that a six-year old can savez. To raise crops means work. He understands that too. Every camper should be taught his responsibility, each according to his capacity and age-level. It doesn't take a genius to organize or to utilize boy power or girl power. The way they gather papers and scrap is testimony. The way high school boys shovelled snow was also revealing. It was good for the boys too. Let's harness camper power for producing food. Next fall campers who have produced food for freedom will understand better the Food Stamp Plan; the Lease-Lend program, the labor problem, and what is meant by a total war.

Camping is Not Merely a "Good Time"

This summer, more than ever, camping "just for fun" cannot be. Neither can activities be departmentalized. Work produces a greater supply of vegetables and fruits, for better foods, for better health, for better physical fitness, for better fighters, for morale, for a well-balanced satisfying life. Health is not something for a ten o'clock schedule followed by morale at eleven o'clock. It is probably true that there will be regular meals. However, a drink of milk in mid-morning for a young farm worker is not a bad idea either. If he is a city boy who never did a stroke of work it will take a real leader to condition his patriotism, interest, morale, and zeal in hoeing corn. There are miracles in the cornfield if the leader knows about them. Many of our nation's leaders got a spiritual lift between the handles of a plow. They weren't playing at soldiers either.

Camping at its Best Always Was the School of Hard Knocks.

Campers, like Eskimos, learn to adapt themselves in the open without taking a formal course in science. An Eskimo can survive winter with greater comfort than the book scientist. The snow wall, like mineral wool, is a poor conductor of heat and keeps the cold wind out of the igloo. Blocks of clear ice serve as a window. In the same way the camper learns to hike by stars, to baffle the wind and waves by canoe, and to make a shelter that resists the storm. Campers, now in the service, attest to the value of this early wilderness training. Tomorrow's campers are in a strategic position to render service. They are ready and willing.

Camps and Junior Democracies.

Democracy is not something for the tenth year level or for ten A.M. It must run through life and through the day. It has to be lived. We are fighting for that privilege. Camps, even with small children, are largely self-governing. Children when given a chance, make rules and regulations based on what is necessary. From the idea that little children should be seen and not heard we hail the accomplishment that they should be both seen and heard. With the right of free speech they head toward collective living. On the first day of camps say to the camp tots: "What can we do to help our democracy—our country" and see what they would like to do for the welfare of our Nation. Every camper has a contribution to make. Children do not inherit the basic qualities of democracy. Each generation has to acquire them through experience. This experience is the kind of training that camps are particularly suited to give. Camp directors dealing with children must realize that "What they will be, they are now becoming".

Camps Can Easily Inherit the Community-Centered Viewpoint.

Within the memory of most directors the ear mark of becoming cultured was to learn classical languages and pure mathematics. The subject centered curriculum carried over into camp with 15 minutes for setting up drill, an hour for hand craft and an hour for baseball. In the old regime tasks were prescribed. In military times we must guard against returning to regimentation. Following the subject-worship period came the child-centered program. He could select activities. He could ask questions. He could cooperate with his camp mates in building a boat. He could even create. We now suddenly find ourselves with the problem of getting youth ready from a patriotic viewpoint. Today it must be in terms of service. In its best form it is community service, for in serving the community the camper is serving himself. He is a part of a united front to save the democracy we have won through the ages. It is proving valuable for his mental and nervous health as well as general stability. It has already been seen that campers can apply themselves diligently and happily to such tasks.

Camps are Places of Skills Instead of "Learnings".

The modern objective of education we have just seen, is to equip the individual with ability, skills, and self-reliance rather than the power of memorizing and reciting. The acquiring of farm skills, which may later become hobbies, is, therefore, in line with the latest thought. To produce things for the advantage of all is a kind of thinking that must continue after the roar of tanks have stopped. Cooperating on a farm, instead of competition, may make it easier to become broadminded enough for world federation. We must begin now to invest for future security.

One-lick Forest Fire Fighting.

For some seventy-five years the Land Grant Colleges have been improving the sciences of farm and home. Skills and techniques have been developed that are not only practically unknown to the urbanite but that are even strange to the specialized farmer. Many of the discoveries relate to camps. Take the one-lick method of fighting forest fires for example: Most camps are located in forests. The loss of the forest might mean the closing of the camp. A Forest Fire Fighting Corps, in these days of sabotage, is a necessity. The leader shows where the fire line should be. He is followed by 4 to 5 fighters with axes who, with one motion clear the fire line. Then comes a crew with another tool making a one-lick motion. On this method the fire line is made fast and efficient. Camp Directors have been asking for a training school where leaders may be given these new outdoor skills. Their prayers are going to be answered. Is it any more unreasonable for workers on the home front to be trained than for workers on the military or industrial front?

Neighborhood Mobile Land Army.

Since many camps are by nature a forest product they will not be able to have a food garden. Such camps can well have on call a mobile land army. If the neighborhood has small fruit farms, poultry plants, onions, and asparagus gardens there could be mobile skill units. Perhaps the day's order would be 4 for spraying, 2 for sorting eggs, 12 for weeding onions, 6 for bunching asparagus, and 10 for pruning. This would mean 5 leaders and 29 youngsters selected according to their skills. The next day's order might be considerably different, such as thinning apples and transplanting lettuce. The leader must know these skills as well as the technique of leadership. If the leader can equip himself with a dozen farm skills he is better off than though he only had one or two. Instead of leaders with skills in tennis, and baseball let's have leaders with skills in farm work and wilderness survival.

Migratory Camps.

A camp is not necessarily a unit that has to stay put. Suppose that a camp unit or scout patrol invests in a potato planter, a mowing machine, a 2-plow tractor, or a portable cord-wood sawing machine. The unit could move with the season or even move from farm to farm in the same neighborhood. This would require an over-all view of geographical regions (not political). Migratory Camps will need equipment such as a field kitchen and tents. They should also have a cook. They will be too tired to cook when they get home at night. All of this means leadership. The leader for a migratory unit will have to have skills for farm jobs, skills for camping, and skills for dealing with new situations each day. He is not only

an agriculturist but a psychologist, sanitary engineer, recreationist, educationist, and parson, all in one.

Staying the Ugly Process of Wartime Delinquency.

Juvenile delinquency in wartime is a well known fact. It has been ascribed to many factors: (1) The absence from the home of the father and mother. Before the end of 1943 there will be 6 million women in war industries. (2) Sudden affluence. (3) Poor housing. (4) Increased truancy. (5) Proximity of military camps. (6) The gang spirit of adventure. (7) Industrial migrations. (8) Inadequate recreational facilities. These are not new problems. They are old problems accentuated. Camps can play an extremely important part in assisting youth to make satisfactory adjustments. Fortunately there has been a large body of knowledge built up to enable us to deal with problems of human behavior. It is more necessary than ever to become acquainted with what is known. One means of preventing juvenile delinquency is the day camp. To have a day camp in every neighborhood has become as necessary as fire wardens. The day camp mother and her staff would surely need as much training as the fire warden, and surely has just as lively a job. It's too hot a job for any old leader to handle.

Wages are Hot Stuff Too

Eighteen year olds can get more money in a factory. However, outdoor work will be better for youth. It will take good salesmanship to sell the idea of harder work for less pay. There will also be a wide range in pay such as 5-15 cents per bushel for picking apples. This may depend on the geographical location, on the height of trees, on care required in handling and many other factors. Youth must be paid wages that will not lower the present wages. When a youth gets muscled-up—i.e. after the first three weeks, he will be worth more. Wages must be geared to age, strength, and ability. How to handle a youth who is suddenly a fiancier also brings on its problems. It will take a leader with understanding to engineer youth through the vicissitudes of farming.

Recreation on the Farm Front

The city boy who brought along his golf sticks didn't make a very good first-impression on the farmer. That doesn't mean that the city boy on a farm should not have recreation. Hoeing potatoes relieves tension but it's not recreation. He will get it one way or another. If he is sent exploring for recreation he may not get the orthodox brand. Instead he is getting habits in honky tonks, juke joints, and taverns. Thirty boys have been asked for by a broccoli-farmer. He has his own ideas on how the work should be done. He has no understanding of boys. The recreation of these boys could be wreck-reation of the broccoli. It could also be wreck-reation of the boys.

(Continued on page 20)

A Cooperative Victory Garden for Short Term Camps

LAST summer one of the memorable features of the camping program conducted at Camp Moodna of the Grand Street Settlement was the practical projects to aid National defense and the war effort, outstanding of which was the Cooperative Project, which grew out of the planning and maintenance of the Camp Victory Garden.

In the late spring at a general meeting of all the applicants registered for camp, programming and specific projects to aid the war effort were discussed. Mentioned, quite naturally that evening, was victory gardening to produce "Food for Freedom."

Out of this initial meeting and discussion grew a Moodna Victory Garden Club, consisting of boys and girls 13 to 16 years of age, who were all registered for camp and interested in working in a Victory Garden during their two-week stay at Camp.

During the months of May and June, the Gardening Club met regularly at the Settlement with the gardening counselor and discussed and studied all about gardening, scientific planting, crop cultivation, fertilization, insect control, rotation of crop, and most important of all (to the group at that time) was the selection of the kinds of vegetation that were to be planted.

But since the children were booked for Camp at different two-week periods, they decided to set up a Correspondence Exchange Committee to keep one another informed with the progress of the Victory Garden at Camp.

However, since the first group of campers was not scheduled to come to camp until the 26th of June, which was somewhat too late for tilling the soil and planting, a week-end trip was arranged for several of the Victory Garden Club campers. With the help of the caretaker, who lives at an adjoining farm, the ground was ploughed and tilled and all preliminary arrangements prior to planting were completed.

When the first trip of children arrived at camp on the 26th of June, the gardeners could hardly wait to get their clothes unpacked—so eager were they to embark upon their Victory Garden project.

The first few mornings at camp the gardeners were busy with the gardening counselors planting rows of seeds and erecting sign-posts marking the contents of each seeded row. The sign-posts were made by shellacking the package containers of the seeds and then nailing them to the posts erected in correspond-

By

Monte Melamed

ing rows nearby. The names of the campers were also painted on the posts with water colors and then shellacked for protection against the rain and dew.

During the afternoons the gardeners spent most of their time resting their tired backs and writing home to their less fortunate garden-mates in New York who were coming to camp on the following trips.

There were fifteen garden plots 12 feet by 20 feet, and each camper was given the choice of planting 6 out of 10 vegetables as well as the full responsibility for the caring of the plot. Some of the vegetables planted were: yellow bantam corn, string beans, potatoes, cucumbers, radishes, turnips, carrots, and cabbage.

During their two-week stay at camp, the gardeners kept constant watch over their garden patches—watering them, plucking the weeds, and waiting hopefully for the seeds to sprout. In their spare time some of the campers decided to make a log book at arts and crafts and keep a chronological account and diary of their garden patches. Others attended the painting workshop and made water color paintings and crayon sketches visualizing the garden in full blossom. Some others drew blueprints of their garden patches and sent annotated copies to their garden club friends at the Settlement in New York. Complete blueprints were also sent by those campers who were scheduled to leave, to the second group of garden club campers who were delegated to take charge of the respective garden patches upon their arrival at camp during the second trip. The second trip of Garden Club members on the other hand, likewise pledged themselves to keep their fellow gardeners well informed through correspondence, photographs, compositions and exchange of experiences.

The gardeners in New York also served as the research department for the gardeners at camp by writing to the Department of Agriculture for bulletins, by visiting libraries for technical information and gardening suggestions, and in general by supplying

(Continued on page 22)



ON THE TRAIL

Loaned by Life Camps, Inc.

FROM the very beginning of the camping movement there have been leading educators who hailed it as a great advance in educational method. President Eliot of Harvard described organized camping as "the most significant contribution to education that America has given the world". Plans for the future of American education as set forth by important policy-making groups such as the American Council on Education and the American Youth Commission call for camping as an integral part of Public education.

What is the basis for this belief in camping as an educational method? Is there any evidence to indicate that children learn better or faster in a camp situation than in the traditional school room? How do modern psychologists appraise camping in light of their growing knowledge of human behavior? These are questions that every person interested in camping should consider seriously.

John Dewey, who is responsible for many of the theories underlying modern education, has long advocated learning through actual experience. Writing at a time when there was little scientific evidence to bolster his views, Dewey pleaded for an educational program that would bring youngsters into contact

Some Psychological Backgrounds of Camping

By

E. DeAlton Partridge

with reality. It has only been within recent years that psychologists through painstaking and careful research have been able to examine the validity of Dewey's claims and it is in this area of psychological findings that camp leaders can find much to bolster their faith in the camping method properly used.

Those who have worked with youth in camps are usually impressed with the alacrity and eagerness with which they attack problems in the outdoors and the never-ending stream of learning situations that camp life uncovers. However, the fact that those who believe in camping have *felt* that it was a superior method of teaching the younger generation has not proved the matter beyond a reasonable doubt. Furthermore, there has been no systematic attempt to assemble the findings of modern psychology and interpret them in light of camping methods. Such a survey would take many months and cover more ground than can be encompassed in this brief report. It will be profitable, however, to review some of the more important trends in modern educational psychology and apply them to the camping method.

Learning the meaning of things

A surprising amount of time in the educational life of the child is devoted to the process of learning the meaning of words or concepts. For much of this process the schools have and still continue to rely upon the written or spoken word. In order to learn the meaning of a word like "conservation" a child reads about it in a book and listens to the teacher describe it, then tries to answer questions in words to the satisfaction of the teacher. If he can repeat the right phrases he gets a good mark on his test and is considered an apt pupil . . . but does he know what "conservation" really means? The psychologists who have made extensive studies of how children learn say *no*.

It is now known on the basis of countless experiments and the study of child concepts at various age levels that it is practically impossible to convey to a child exact or adequate meanings in many areas *except by actual experience*. Indeed, the psychologists who have studied the matter say that even if you talk yourself blue in the face it is quite impossible to carry meaning to a child, but rather the child must develop it himself out of his own experience. Of course, he can be aided in his learning process by skillful adults who can help him to see relationships or who can at the right moment instruct him in points he otherwise would miss.

However, right here is where the real rub comes in the teaching process. In many cases teachers themselves have concepts that are either entirely wrong or on a purely verbal level. Far too many teachers try to pass on concepts to their pupils which they themselves have failed to substantiate by anything besides vague book-learning. An example will help to make this point clear.

Last spring a group of 32 undergraduates from five different teachers colleges were taking a ten-day course in camping education. Some of them had never before slept outdoors and were doing so for the first time. Every day they were having some new experience about which they had read or heard by word-of-mouth, but now they were seeing, feeling and tasting reality.

On one field trip they came upon a large ant hill. The leader stopped to make some observations about ants then pointing to a nearby twig he asked if anyone knew what he saw there. Ants were crawling up and down the twig stopping occasionally to "feel" small white spots that looked like miniature sea shells stuck upside down on the twig. Everyone of the 32 saw the twig and not one knew what it was. Yet when asked if they ever studied about how ants cultivated aphids as cows for the secretions they gave off, every student there held up his hand. They all could have answered correctly a question such as "Do ants cultivate other insects for their own use much as humans use cows?"

... but not one of them would have recognized the real thing if an eager pupil had brought a twig full of aphids and placed it right under his nose.

Thus in the classroom there are apt to be several hurdles to real, precise learning. Teachers with shallow verbal concepts trying to convey word meanings to youngsters can never take the place of first-hand experience. This implies, of course, that besides being good for youngsters camping experience would help make better teachers. On the basis of recent surveys there is reason to suspect that many teachers are woefully lacking in first-hand experience as a background for their teaching. Nearly one third of 300 teachers in training answered on a recent questionnaire that they thought the average chicken laid ten eggs or more a week; more than one half of them



MAKING WATER HAULING EASY.

for MARCH, 1943

Loaned by Life Camps, Inc.

had never preserved or helped preserve food and two-thirds said they had never walked more than ten miles at one time in their lives.

There are no data to support this assumption but it is reasonable to suppose that those who are in positions of leadership in a typical camp are likely to have a richer experience background than the average teacher simply because the camp director must look for these things in hiring a staff. If this is true, then youngsters should get better educational experiences in camp than in school if the camp is administered in such a way as to utilize these opportunities.

Educators have recognized the need for first-hand experience in the learning processes of pupils. In the lower grades, for example, teachers who know their psychology make certain that as they teach they bring to the child actual experience as a background for the words he uses. Field trips, demonstrations, activities are the vehicles employed to do this. But the teacher faces all kinds of obstacles in the process because the school building and regulations concerning it are so often designed to shut the child away from life in order to make it easy for the teacher to pursue book-learning and the use of words without being interrupted by things outside. In camp, however, the child can be and usually is in contact with the very things about which he reads and talks. The camp program *can be* run in such a way as to make every hour meaningful to the child by actual experiences. Furthermore these experiences can be utilized by skillful adults to further enrich the life of the child so that future reading and discussion will have a background of real meaning.

Notice that we said the camp *can be* the source of real experiences. Those who are interested in giving camping its just place as an educational institution must not fall into the error of believing that there is something mystical and magical about camp surroundings that cause children to learn more and better and faster regardless of the type of administration. There has been a tendency in the past on the part of camping enthusiasts to assume that fresh air, exercise and sunshine were natural forces that simply

lifted the child into a state of sweetness and light and that all a camp needed to do was to bring these two—the child and the natural forces—together.

Let us make no mistake about it, camping has tremendous educational *possibilities*, but these possibilities must be carefully cultivated by intelligent leadership before they bear fruit. The most careful students of modern psychology do not agree with those who believe that good education requires that we turn the child loose to follow his own inclinations and desires without any adult help. In fact, their studies show that in this kind of a situation children never learn the best or most economical way possible and are quite apt to learn the wrong things as well as the right. Guidance and leadership are just as necessary in camp, and perhaps more necessary than in the classroom because of the tremendous number of possibilities that will go unused unless they are carefully exploited.

Those who study educational psychology in college these days read passages like the following in their texts:

"Throughout our entire discussion on the nature of meaning and the development of understanding, we have constantly emphasized the importance of extending, enriching, and deepening the individual's experience. How can the school accomplish this purpose?

"One of the first steps should be to exploit the local environment, to the fullest possible extent. Nature study, general science, biology, and physical science are usually too bookish as they are now taught. The woods, streams, rocks, farm lands, and natural phenomena of all kinds are laboratories as essential as the formal laboratory and classroom . . ."^{*}

Thus there is a distinct trend, based upon careful experiment and study, toward more realism in the teaching of American youth. There is now ample psychological evidence to justify the faith in a properly administered camping program as a place to teach real meanings to children.

* Gates, Arthur I., Jersild, Arthur T., McConnell, T. R. and Challman, Robert C., *Educational Psychology*, New York: The Macmillan Company, 1942, page 443.

CREDO

By GILEAN DOUGLAS

The word of the hills is my understanding
And the tale of the rivers my uplifting;
When I look at the stars I know sacrifice,
In the naked grass I find simplicity.

When I lie down upon the earth I breathe strength
And in a tree beats the heart of my delight.
Why, then, should I go where the void of cities
Lies like a dead meadow where the fire has passed?

"Hice", Mainstreet and Morale

Guest Editorial

By

Mary Northway

LAST summer we went on a canoe trip. We expected it would be a hard trip, for it was through wilderness in which few people had travelled. We knew there would be three mile portages and two mile portages and no shelter or sources of supply. But, we decided to go, in spite of these difficulties, for at the end was a particularly beautiful lake which we wanted to explore.

The trip was harder than we had expected. The first day we had a seventeen mile paddle and encountered a continual stiff, adverse wind. Then it became cold and began to rain. In the late afternoon we left the lakes and entered a slow quiet river. We were a tired crew. As we stopped to rest for a few minutes before paddling the last two miles, some of us wondered why we had ever come, some of us pictured steak and onions and wished we had them before us, some had backs that were pretty sore and all of us knew that rain was settling in. On the river bank were some old shacks, one of the campers on sighting them said, "Look, look some "hice", some "hice." On asking what she meant we learned, "if the plural of mouse is mice and the plural of louse is lice, according to the authorized canoe trip dictionary the plural of house is hice."—Not a very amusing statement perhaps, but we laughed.

We laughed again that night when pitching our tents around a dilapidated old cabin and eating our dinner on its watery veranda someone said "Hice of this kind are few and far between" and someone added "thank goodness." We laughed again when half way across the three mile portage we discovered a group of abandoned hice, and we chortled once more at the end of the trip to find on the other side of the wilderness some very grand hice which were our destination.

Three mile portages are long especially when they are slippery and swampy from rain, and they go up hill—and they always do. As we inspected the map before setting forth on one of these, someone said, "three miles, why that's like walking up Main Street from 10th to 65th Avenue. Imagine doing that with a canoe on your head." So the portage was trans-

formed into Main Street. We set out from down town, we stopped at 25th Avenue and while we rested we purchased exotic new wardrobes at a large department store; we stopped at 50th for a divine ice cream soda, and when we reached 65th we went to the most exclusive Parisian restaurant for the most glamourous of lunches. Silly wasn't it? but it really was a pretty hard portage.

Hice, Main Street and Morale how are they related? Psychologists tell us that "morale is high when a job is tackled determinedly, persisted in courageously and carried through against obstacles." There were plenty of obstacles including the unexpected ones of cold, rain and overgrown portages. There were packs that were heavy, and although it's easy to pick up the biggest pack determinedly, to carry it over three miles and then put it down gently at the end, that takes courage. Hice and Main Street made us laugh; they made us remember we were not just nine individuals each cold and dampish, but a group of good companions who together in the wilderness could create mirth and the warmth of friendly understanding. These little silly, human things were subtle links that held us as a unity, and a group that is united cannot be defeated.

Camping itself is at present taking a "tough" trip. There are obstacles against us as we try to maintain good camping. There are priorities and transportation, and the draft and rules and regulations and a thousand other difficulties confronting each of us. Many of the obstacles are unforeseen like the three days of rain—some are just bad luck—like the adverse wind. It is rather grim and sometimes rather frightening. It is now we need among us the unexpected voice that will say "Look, the hice." It is now we need to lighten the uphill pull by saying "We're certainly surprising Main Street." It is now we need to realize we are not individuals, nor individual camps nor even individual types of camps; each tackling tremendous obstacles alone, but a group of campers together mastering the wilderness, overcoming obstacles and getting through to our destination. Morale cannot be created artificially, neither by slogans, nor flags nor by fiery speeches; it is born from that sense of good companionship that is created through mutual cooperation in a common task and mutual delight from common achievement; it comes from that feeling of mutual understanding that rises in meeting adversity not only with courage but with merriment. It comes from the common twinkle in the eyes when "Hice" and the "Main Street" are mentioned.

Camps in the War Effort

By

Mr. and Mrs. Otto Gilmore

WHEN one looks hard at the "social facts" and the corresponding "camping objectives" and "program to achieve objectives" (p. 7—American Camping Magazine—December, 1942) he sees many of his cherished ideals stated admirably but is forced to admit they are hard to achieve simultaneously. One expects that many camps will follow much of the program but not without losing the first objective of camping—living a way of life. Only very skillful leaders have been able to lead groups to do work through play. Camping must continue to be uncoerced. It must be a zestful experience in the art of living if the camping objectives are achieved.

The practice of the art of living should, however, never be in a vacuum and too many camps have been so unrelated to life that for all practical purposes they were vacuums. Able leaders should be challenged by the opportunities which the demands of war offer them—the very real need of operating camps as partially self-sufficient and producing units of society.

While war is a grim and serious business, camps "going to war" must be quite the contrary. More than ever and just because of the very seriousness of our nation's situation there should be a zest to camping. Perhaps the theme is now something like this: "It's fun to live independently of the conveniences and all the 'fixin's'; it's thrilling to learn new ways, to eat new foods; it's great to build our strength, to feel fit; we are proud to be citizen-soldiers working for our country".

We know we live in a stuffy world of overdone care. It has spoiled most of us and our children so that we have been robbed of the joy of living by our own energy and ingenuity. Water comes from taps, fuel from tanks and trucks, food from bags, cartons, and bottles; clean clothes from the laundry package. We are dependent and helpless. We are entirely too parasitic and we lose most of the elemental joy of feeling we can really care for ourselves.

The first objective of a people in the kind of a war we are now in is for every person to do as much as he can toward the care of himself so as to draw as little as possible on the time and energy of others, especially those closest to the fronts. Some camps have been organized before the war on a partially

self-operating basis, some even to the extent of doing without a cook in camp. This has been particularly true in pioneer camping with boys and girls 14 and over, though the principle has been applied to otherwise regularly organized camps.

This summer presents the strongest challenge ever put before camp directors. Transportation, rationing, wage and hour regulations and taxes are not our only problems. How to satisfy the needs of our children and young people who want so earnestly to do their part for the war will test our own understanding of how democratic living is really done and tax our ingenuity and imagination to the utmost on how we and our charges can serve our country practically.

Campers can make many useful articles during the summer. Suggestions may well be garnered from occupational therapists or other hospital workers and from Junior Red Cross directors on things to be made or kits to be prepared which will help in the care of crippled or sick children or older persons to relieve the load on nurses. In looking over a recent issue of a Junior Red Cross publication we counted 18 different articles children could make in camp. School teachers, librarians, clergymen, settlement house workers, park and forestry experts may be solicited for ideas for the camp workshops.

It may be advisable for campers to try to gather a huge wood supply to help heat some of the camp if it is listed for evacuation purposes. Likewise they might weather proof some of the buildings in part by walling in the foundations which are often quite open and a seasonal fire hazard.

One of the worthy objectives of every camp director should be to get campers interested in some new hobbies which will serve as means of self entertainment at home after the camp season closes. Camps can help parents and children by encouraging children who have learned at camp the care of their own beds, rooms and clothes, to plan to do the same at home and enlist the parents' cooperation in helping the children carry out their good resolutions.

Boys and girls about 12 and older can get much pleasure and experience which may prove useful from playing at some of the skills of a soldier, such as stalking, camouflaging, utilizing nature's herbs, fruits and roots for food and roughing it by cooking and

camping out. Learning these skills under the trying conditions of rainy weather will be a satisfaction to the more adventurous. All too few young people, even after Boy or Girl Scout experience know how to collect suitable fuel and build successfully in a short time a hardy, glowing fire. Still fewer can do much more by way of cooking than boil eggs or "roast" hot dogs. If time is allowed for teaching these skills they will be learned quite as aptly by our campers, as are other activities written into the time schedule.

This year let campers prepare for "Opening Day" themselves. We can set a day, perhaps 10 days from the time they arrive at camp, as their official opening date. These days will be spent repairing, painting and putting up screens, repairing and oiling hinges, locks and fasteners; cleaning and painting boats and docks; setting new glass in broken windows; repairing and painting benches, tables, incinerators, and even painting the garbage cans and waste paper baskets. Hundreds of hours of manpower have gone into these jobs in other years when, as a matter of fact, children delight in doing this work, especially if the leaders are all working along with them and enjoying it. The campers will work like Snow White and the Seven Dwarfs getting camp in ship-shape order for the gala "opening". To top it off there should then be some special treat and ceremony to make it very "official".

The released manpower (or womanpower) of the employed staff can be available this year for adding rows to the camp garden or for other work instead of being spent getting camp ready for the campers (except for the first and necessary cleaning). Garden work has for the most part to be done before the campers arrive. It will be the extra acres this year which will help us win the war—and the peace.

It would be impossible to estimate how many hundreds of bushels of fine berries have gone to waste around many camps other years because we were too busy having a "good time" to make the necessary fuss and bother involved in getting off "berrying". But this can be just as much fun as any camp activity. It can be a Victory Hunt, a new Treasure Hunt. Every camper will make his container from a smooth edged tin can with two holes punched at the top for a cord to be fastened to his or her belt. This leaves both hands free. All will wear dungarees and long sleeved shirts. If there is danger of poison ivy sponge Ferric Chloride solution on hands and face as a good preventative. They will organize in squads, take lunches and make it a real picnic. If the best leaders and directors too, we hope, go it is sure to be one of the most popular trips in camp.

All camp directors will be taking on more women assistants this year. Many times a mother with talent and skills will have a teen age son or daughter trained or gifted in some special skill. Often they work as a

team and can be invaluable members of a camp group, especially in dramatics, puppet-making and puppet shows, art, airplane modeling, astronomy, music or out door life. At any rate we must look for some of our helpers, in these special skills, from among the 14 to 17 year age group. For every two or three of these younger helpers one should have a mature leader *also*, if only for the planning, supervising and carrying through of these projects—even though the adult knows little of the actual "skill" involved.

As a matter of fact, this year no boy or girl in the 14-17 age group should be considered a regular camper. They should all think of themselves and be considered by the group as leaders, trainees, helpers, junior counselors, or what you will, but definitely they must have jobs. If we expect it of them they will work to keep in the leader group. The camps which are set up just for this age group must make the most complete switch-over to a new approach to camping—helping with farming, forest clearing, poultry raising or care of live stock, pre-flight training, child care training and so on.

These camps which have younger campers also can easily and happily work this 'teen age group into places of helpfulness and responsibility. The older boys and girls must this year work for others, self-sufficiency no longer being enough. We will be doing them great harm if we make a self-centered or even self-sufficient summer possible. Their friends who have worked at some essential task will not forgive them their wasted summer—and they themselves in later years would be our severest critics for not giving them an opportunity to become an essential part of their nation at war.

The degree to which camps are more than delectable summer hotels for children will be some measure of the extent to which they attain the camping ideals so well stated by the Washington group under the title "Camping Objectives". Fully mobilized camps will make a very real contribution to the nation at war by taking their place as lively functioning democratic groups. Only this "Democracy at Work" type camp can be justified in these times—as a minimum requirement. For the younger campers membership alone in such a group can be quite sufficient, but the older campers will have to do all these further things to satisfy them, their parents, ourselves, and our community. More of the "social facts" must be considered. They must participate in the nation's war effort.

We have a rare opportunity to help our youth achieve a real sense of pride in being members of a democratically free country. They can earn their rights to the heritage into which by chance they were born.



TACK, PACK AND AWAY WE GO

A PACK trip on horseback can be a truly great adventure for a girl. An adventure which builds poise and character. Responsible for her mount, her tack and herself, she experiences a feeling of self sufficiency and capability.

She carries on her mount her personal pack, a canvas saddle bag tied securely on the back of the saddle. Into this saddle bag go a comb, a small bar

of soap, a small jar of sun lotion, a toothbrush, a pair of socks and tennis shoes. These are wrapped in a towel in order to avoid a jangling sound that would frighten her horse. On top of this personal pack are tied a rain coat or slicker and a warm sweater.

Beside the personal pack the girl must carry the feed for her horse equally balanced in a gunny sack and tied on the front of the saddle.

There are other necessary articles which are carried by different girls in the group. Several girls must carry "real matches" in a waterproof container. Others will be responsible for small flash-lights and a couple of hunting knives. Fishing tackle for the angler and small flat cameras for the candid-camera expert are very valuable articles for the trip.

The leader of the group should have a first-aid-kit, a knife with a leather punch and thongs for any necessary repair on tack or back saddles, and a flit gun. Alas for any band of mosquitoes attempting to make a nightly invasion on the camp. They are quickly re-

By

Portia Mansfield and Elizabeth Shannon

*What to Wear, What to
Take on a Pack Trip*

pulsed by fly spray on the horses and mosquito lotion on the campers.

The most able members of the trip should be put in charge of the patient old pack horses, for they are important figures during the trip since they carry the food and the bed rolls. Were they to decide suddenly to return home the campers would surely be in a plight. Fortunately they are faithful to their duty if not tied up at night by a tenderfoot.

On each pack horse the panniers are carefully balanced with such treats as steaks, butter, frozen fruits, vegetables and even eggs. All these, of course, are carefully wrapped and protected in cooking pans, a coffee pot and a dutch oven. Paper dishes and staple canned foods completely fill the panniers. Lastly a small axe and a shovel are slipped into a pair of panniers. Here, too, all equipment must be silenced to insure the old horses against jangled nerves.

The panniers are now topped off by the bed rolls covered by a "tarp." The entire pack on each horse is firmly lashed on by a rope which is woven into the tie called "the double diamond". Additional bed rolls for a large group are packed in Mexican "wood-haul" fashion on a pack horse especially assigned for this duty. He, also, carries feed for all the pack horses.

To keep the pack horses from becoming bored with their humble station each is allotted a pretty girl as leader. Another follows, "yipping" him at a steady pace along the trail.

When the pack outfit arrives at the campsite equal distribution of duties keeps any one member in the camp from being overworked. The different working committees are; (1) Wrangling, (2) Wood and Fire, (3) Cooking, (4) Cleanup.

The world of nature holds many wonders for a girl if she approaches it slowly and observingly, and is willing to hunt out its inaccessible delights. While riding along a winding path high in the Rocky Mountains she has time to see and feel the lore of the forest. If she meets adequately the demands of this way of life which is strange to her she will find new interests and feel new powers. Indeed, a pack trip offers a wonderful challenge to any girl with an adventuresome spirit.

WHAT TO WEAR ON A PACK TRIP

"TEN GALLON HAT"

Whether in the West or East this type of hat serves triple duty.

1. A shade for eyes from the glare of sun and protection of face and neck from the severe sunburn of continuous exposure.
2. A canopy when the heavens let forth—prevents trickle from running down the neck or off the nose. In lighter showers serves as a protection for shoulders too.
3. To use as an emergency pail, and last but not least, to hold in your hands, full of oats while Pal-O-Meene-O crunches his well-earned ration.

LONG-SLEEVED BOY'S SHIRT

1. To protect arms from dangerously deep sunburn.
2. To keep you warm when sun goes under. It has been claimed that a woolen shirt is cooler in hot weather than cotton, and it is certainly warmer for cool evenings in high altitudes.
3. To tie around the waist by its sleeves if you are lucky enough to be in far-away country where one can ride "a la nature" from belt line up (20 minutes out of each hour should be maximum for even those accustomed to the sun).

LONG-LEGGED UNDERWEAR

Yes, the kind that Grandmother wears.

1. It keeps the creases of blue jeans from rubbing the skin.
2. Keeps you cozy and warm in your bedroll when stiffer jeans are removed and folded in a sweater for a pillow.

COWBOY OR JODHPUR BOOTS

1. Gives support to the foot in the stirrup and keeps saddle leathers and brush from rubbing the ankles.
2. If weather-proofed, will keep the feet thoroughly dry on foot or horseback. Low heels are best for walking in steep country where one wants to lead the horse a half an hour for every two spent in the saddle. The sneakers offer a welcome change around the campfire. Put boots under your pillow or bedroll so the dew will not touch them so as to insure being able to get into them the next morning.

BLUE JEANS ("LADIES LEVI'S") OR CORDUROYS

Regular "work" or "frontier pants." (Best to buy at local stores). Corduroys are best for sensitive skin and on trips where the weather may be chilly.

LIGHT SWEATER, LONG-SLEEVED

Tie the sleeves around your waist, so that in sudden climate changes of mountain regions you can quickly put on or off as you ride along.

GLOVES

1. May prevent rope burn when leading the pack horse, or a welcome protection when handling utensils around a blazing campfire.
2. Protection from too hot sun which often causes permanent blotches on the skin, or from cold when holding reins in stormy weather.

BANDANA

Ever-useful—take one along and you'll find your own ten reasons why.

TIN CUP

Put your name on it. Slip your belt through the handle, and wear it on your hip, toward the rear. It is sanitary to have your own for campfire meals, and it saves time when a clear mountain stream tempts you. Saves work for the clean-up squad, too, if you keep it clean yourself.

AND IN YOUR POCKET

A scout knife, some stout string, an extra thong or two, kleenex, pomade lipstick, peppermint suckers, a few dried apricots or prunes and any little pet gadgets of your own.

Don't forget a heavy sweater or jacket and the slicker which you tie on the back of your saddle, mentioned in the above article.

New York Regional Conference Report

SIX hundred and fifty camp directors and leaders attended the four-day camp conference February 3 through 6 at the Hotel Pennsylvania co-sponsored by the New York Section, A.C.A. and the Annual Camp Pow-Wow of Camping World Magazine. There were delegates from New England; New Jersey; Washington, D.C. and the Pennsylvania sections. There was a spirit of unity, cooperation and serious concern throughout the sessions.

Practical problems of food, transportation, personal and war-service activities were discussed by committees who had been doing research on these questions for some weeks and by speakers from government, transportation, Red Cross and other agencies. A brief summary of the conclusions follow, listed by topics rather than sessions, as many sessions overlapped in subject matter.

Food Problems:

Food rationing was explained by Wes Klusmann, vice-president of the A.C.A., who brought word from Washington that camps would come under either the Pooled Book Plan of the Institutional Plan. Further details on food rationing are available in Mr. Klusmann's article in the February Camping Magazine.

Getting sufficient variety in foods will be a major problem this season, according to Frances Foley Gannon, Director of Consumer Service, Department of Markets, New York City. Cooks will have to use new ways of preparing the same foods and more food will have to be grown at or near camps.

Transportation:

Transportation will be available for campers, but with no priorities, special trains, buses or cars. Arnold M. Lehman's committee with representatives from all railroad, boat and bus lines, brought out the fact that every effort will be made to accommodate campers on the regular transport lines on a stagger system from June 22 to July 1, or even to July 7 if necessary. This plan will be subject to any unusual war emergency and directors were warned to avoid any travel over the weekends of July 4th and Labor Day.

Manpower and Personnel:

Camps this year will have to depend on older and younger counselors, men with families, men over thirty-eight and young assistants in the seventeen age level, who have grown up in the camp or have had some counselor training courses. Already Dr. Jay B. Nash, head of the Physical Education Department of

By

Dorothy Gow

New York University, has started three counselor training courses for high school seniors, boys and girls of 16 and 17.

War Service Activities:

A survey conducted by Catherine Hammet of the Girl Scouts and her committee on programs showed that last season many camps had contributed to community and war service through such activities as: conservation of natural resources—planting trees to prevent erosion, clearing weeds from lakes, clearing trails, rust and pest control of trees, building coverts for birds; war services—airplane spotting, fire patrol and observation, salvaging material, local weather forecasting, using station wagons as auxillary ambulances; community cooperation—teaching first aid, swimming, dramatics to local towns-people, making bandages and knitting for local Red Cross, making blackout curtains for local public buildings, entertaining soldiers and sailors from nearby camps, sharing cars with other camps for shopping, over-night trips, etc.

Physical Fitness:

The need for more toughening activities was brought out in two different sessions lead by Dr. Josephine Rathbone of Columbia University and by Eugene F. Moses, Director, Schroon Lake Camp. The commando obstacle course, which will be used in many camps this summer, provoked great discussion as to whether or not it is too severe a physical strain for boys in their teens. Suggestions were made for modifying the course to the age levels and for using the natural situations of camping. Dr. Royal Burpee, recreation director of U.S.O., especially warned against using the course on a competitive basis. Many directors still objected to the war-colored course of training young commandos, but all agreed the physical hardening activities should be increased and that even the "stepping up" process should apply to all activities. Campers should get up more promptly, clean the cabins faster and carry through the whole day at a quicker pace.

Farming:

Additional time and energy must be spent in farm-

(Continued on page 24)

PRIORITIES AFFECTING CAMPING

Report of Study Group, New York Section

AT the November meeting of the Board of Directors, at the request of Dr. Willard Nash, as President of the New York Section of the American Camping Association, a special study group was organized to secure authoritative information with respect to certain basic wartime restrictions as they affected both private and organizational camps in this summer's operation. The report of this particular study group was related to the following subjects: food; materials used in camp construction, renovation, and repairs; and camping supplies.

Wherein regulations were in force, the latest ruling was secured from government authorities. The outcome of this study proved two things conclusively: 1. As published in the report of the conference of the American Camping Association at Alexandria, while camping is a wartime asset, because of the military and production necessities, supervised camping cannot "do business as usual"; 2. That while the latest authoritative information was secured, it was in no way indicative that the procedure as written would be valid a month or two hence.

There is no priority on ingenuity and resourcefulness, and these two virtues have been outstanding characteristics of campers for years, and will help us overcome the many obstacles facing us because of present day conditions. The following is a resume of the findings on the three subjects for which we have responsibility.

Food: Reference is made to the report published in the last issue of Camping Magazine by Wes H. Klusmann. At the time of the preparation of our report, there was nothing new which could be added to that already printed. We reiterate, however, for emphasis, that whether or not a camp is operated on the pool book plan of Group One or the ration banking of Group Three, each camper must surrender his ration book No. 1 and the new ration book No. 2 to the camp management so that stamps expiring during the period he is in camp can be deducted and removed from circulation. The stamps are another ticket of admission, and must be presented. In this regard, it seems important that some announcement be made to the parents that the surrender of these books does not mean an undue sacrifice on the part of a family, that only those stamps expiring during the child's period in camp will be deducted.

Materials Used In Camp Construction, Renovation and Repairs: The Limitation Order on construction,

known as L-41, is designed primarily to prohibit, if not curtail, the use of materials and labor when not directly contributing to the war effort. The tremendous demands being made, make it obvious that there is not enough of either to go around unless these restrictions are enforced. The test of the classifications of camps is the program. In general, all children's camps would be classed as "educational" and come under the limitation of "other restricted construction". This classification, however, does not include structures not used for educational purposes, such as caretaker's residence and buildings from which revenue is derived.

The cost limit on educational camps is one thousand dollars for labor and materials per year per project without a permit. A *project* is all work on a given site or camp.

Vacation camps are not considered educational and are limited to two hundred dollars per project per year.

A. New Construction: If the estimated cost exceeds one thousand dollars, authority to begin construction must be obtained, using Form PD-200. Application is made to the local War Production Board office when no priority assistance is required. Otherwise, it is sent directly to the War Production Board, Washington, D.C.

If the estimated cost amounts to less than one thousand dollars and priority assistance is required, application is sent to the War Production Board, Washington, using Form PD-200.

If the estimated cost amounts to less than one thousand dollars, and no priority assistance is required, no application is necessary.

Form PD-200 may be used simultaneously for requests to begin construction and requests for priority rating on material needed.

If existing second-hand material in the way of lumber or a building is being re-adapted for use, the cost need not be recorded in the one thousand dollar limitation. However, new material or labor incident to the installation of the new material must be accurately accounted for.

B. Maintenance and Repairs: There is no limit on maintenance and repair work. It is the intent of the government that all existing structures shall be properly maintained. Remodeling, however, is considered new construction.

Priority ratings for materials for repair are applied

for on Form PD-1A. For either new construction or repair work, when priority is required, it is best to find out from the manufacturer the priority rating he needs, and then make application for that particular rating.

Chlorine: Chlorine in either powder, solution, or gas, can be secured for both treatment of drinking water supplies and swimming pools for organized camps. Orders must be placed through regular sources of supply and be in their hands by the 5th of the month preceding the needed delivery date on the next month's supply. The order must include the following certification, properly executed: "It is hereby certified by the undersigned that the chlorine or products containing chlorine ordered here will, upon delivery, be used only for potable water treatment or for sewage treatment or both." No guarantee is made on the type of chlorine that can be furnished. If not available in one form, it probably can be secured in another.

Where there is a justifiable need for the purchase of a hypochlorinator, they can be secured, but only after making priority application. Use Form PD-1A.

Camp Equipment: Iron cots have been curtailed. Some wooden cots are available. Cotton stuffed mattresses may be obtained. Linens in quantity will be difficult to get, and new kitchen equipment is practically unobtainable.

Medical and First Aid Supplies: Although there is government restriction on many basic products used in the making of drugs, we have been informed that camp directors will experience no difficulty in securing medical supplies for their hospitals, infirmaries and clinics, as hospitals and clinics will have priority on such supplies. Suppliers will have the latest information on priorities, forms to be used in ordering, etc. Contact your suppliers now.

Priority orders will definitely be required for items such as quinine (can be purchased after certificate stating that it is to be used only as an anti-malarial remedy has been presented); sulfa drugs and rubbing alcohol (restricted to hospital and clinic use).

Metal cabinets for first aid supplies can be sold only to Government Agencies.

Help the Railroad Express Agency Save Transportation

The need for closer cooperation between camp directors and parents in their use of the Railway Express Agency services was brought out by Mr. H. M. Spendly of the Railway Express Agency in his brief talk at the New York Regional convention.

Since it is impossible for the Agency to set a definite time of call in any area, parents should be requested to have someone remain at home, all day if necessary, on the day the Agency has been asked to

Camps Are Needed in 1943

Camps must and will operate in 1943 because the need for them is imperative.

The practical value of camps as potential helpers in meeting the acute food shortage is, perhaps, the most obvious reason for their being. In 1942 even though the pressure was not so great, many camp groups throughout the country raised crops for the canning factories and also provided much needed man power for neighboring farmers in the harvesting of their crops. The sum total of this help made impressive figures. It will be much greater this year because all the camps that can possibly arrange for it are planning to do this work.

Their value as necessary recreation centers for the children of the country cannot be over emphasized. The necessity for conserving gasoline means that recreational facilities such as beach playgrounds, tennis court centers, and camping grounds in general cannot be used frequently as a substitute. Camps, therefore, where there are a great variety of things to do and people to teach how to do them, all centered in one location, become necessities as an alternative.

These are the emergency reasons for the functioning of camps this summer. The value of living simply, cooperatively, "on one's own", in the midst of the friendly give-and-take of campers, counselors, community neighbors, can mean this year, as in the past, improved skills and techniques, a stimulation toward creative effort, a little more spiritual discernment. In the fabric of such living we can learn that nobody is all right and nobody is all wrong and that what we want most is the chance for the right in all of us to be combined and integrated toward a goal of forthright and generous minded living for and by all. Is there any greater need for winning a just peace!

The campers of today are the leaders of tomorrow. Their growth and training is critically important now.—An A.C.A. Member.

call. No calls should be made unless the individual is actually going to camp, and baggage is ready.

These suggestions are made because in one locale last season, 339 such requests were dispatched with Railway Express Agency vehicles on one day. Reports showed that 46 calls had been cancelled when the vehicleman reached the address and 72 returned for another call. Of this 72 there were 58 completed on the second call, 13 requiring three calls and one, four.

It is the belief of the Railway Express Agency that if these facts were made known to parents, a marked improvement in this coming summer would be seen. It is questionable in the war period whether the Agency would be permitted to make even second calls.

Campers Make a Folder

By
Hallie Wolff

Illustration by Margaret Heise

EIGHT eager faces gathered around the table, and eight young voices started talking at once, as the committee for planning next summer's camp folder began its work. The eight faces and voices belonged to campers from the previous season, ranging in age from eleven to thirteen, who had been elected by their tent mates as representatives to the camp council. We believed that the girls had many ideas about what their camp should be, and these particular girls had expressed an interest in writing the camp folder.

"Miss Wolff, I think the list of things to bring to camp should be more definite. You should have two lists—one where everything is needed and one that is nice, but not necessary."

"I think coat hangers, clothes line and extra flashlight batteries should be on."



"I think you should say that warmer clothes are needed during the last of August."

"I think you should have kleenex, safety pins, and pencil and paper on the list."

Taking the previous season's folder, we went over it section by section.

"The printing last year was too small—it doesn't look important."

"That page" (the one written for the girls, evidently from an adult's eye-level) "is a waste of paper. It should tell exactly what we do."

"Couldn't we write that page ourselves? We could tell them some of the things we did last summer that were fun—like the water hikes up the creek with 'Woody' when we caught crawfish and got our feet wet."

"I think the girls in the pictures look *tired*. They don't look as though they were enjoying camp."

"Couldn't we have a picture of our mill on the cover? That's the first thing we see when we come into camp, and it's one of the nicest things there."

"We should have the turtles, too. Everyone likes the turtles."

"My mother said the letter to the parents was just right. We should have that again."

"Where you say, 'Candy and gum are not allowed' you should give the reasons. We discussed it in camp council this summer and I think if campers knew why, they wouldn't bring any."

"We should tell the girls to wear their hair simply so they won't have to be fussing with it all the time."

"You should say more than once that a vaccination is required so that no one would come without one."

Many other suggestions tumbled out, until our previous folder was horribly mutilated with red pencil. At the end of a strenuous hour and a half, four girls agreed to meet the following Saturday to write the page to the campers.

Following through with this wealth of suggestions, the folder was written; Mrs. Heise (one of our volunteers who had met with the committee) illustrated it according to specifications; paper and ink were chosen with the approval of the girls; and finally the finished product appeared.

Looking back on the fun we had making it and the results obtained, we adults wondered why we had not done it before.

POEM FOR WATER

When I leaned over the hillside spring,
I knelt beside a wondrous thing.
When I bent beside the pool
And cupped the taste of water, cool
And marvelous, within my hand,
I drank the sky, I drank the land,
I lifted to my thirsty lips
The beauty that has brought forth ships.
Kneeling beside the evening spring,
I tasted of a wondrous thing,
And while the wood-thrush sang afar
I drank one small and trembling star!

FRANCES FROST
New York Times
Jan. 10, 1943

Gift of Paper to Magazine

In behalf of the American Camping Association we wish to express our sincere appreciation to the Consolidated Water Power and Paper Company of Wisconsin Rapids, Wisconsin, who contributed the inside paper stock used in this issue of the Camping Magazine.

Through the generosity of this company Mr. Stanton W. Mead, who has been interested in camping for some time through the summer camping experiences of his family, was able to make this contribution to the whole camping movement.

Such a gift in times of peace is sizeable and in wartime, doubly so. We are indeed grateful to Mr. Mead and to his company.

Program and People

By

Abbie Graham

CAMPING IN SIGN LANGUAGE

We wish to report here a 1942 experiment in camping made by Camp Bronx House and described by Graenum Berger, headworker of Bronx House, Bronx, N. Y., and Sol Rafel, head counselor.

The experiment was precipitated by a telephone call to the director made by a social worker who was concerned with the need for camp facilities for deaf children. The voice on the telephone asked, "Would you be able to accommodate deaf children at your camp?" The director, surprised at this request since Camp Bronx House had up till that time served only normal, hearing children, paused a moment before replying, "Why I think so. Why not? When can we get together to talk it over?"

Preparations were now begun for the inclusion of a certain number of deaf children in this camp of hearing children for four-week periods. The directors of the enterprise thus explain their method of approaching this new situation:

"No one on the camp staff had more than the most fragmentary knowledge of the type of care needed, the play life, the emotional and intellectual problems that are peculiar to deaf children collectively or when in close relations with hearing children. But the educational spirit of adventure and the intriguing situation set us off to learn post haste. The social worker from the Society for the Welfare of The Jewish Deaf was of inestimable value in pointing up problem areas. Books and pamphlets, although strangely limited, were devoured. A full day's visit by the headworker to the New York School for the Deaf at White Plains, N. Y. gave insight into what might be expected of the children. What was most impressive there was the deaf child himself, the absolute normalcy with which he functioned in several observable settings. This factor, more than any other, helped to overcome the initial fear, secretly entertained, with respect to working with this group of children.

"Certain information we could not obtain from social workers or educators with the deaf. How did they function in small groups? What were their play interests and habits? Did they need a special counselor who knew sign language or lip reading; or was any counselor, intelligent enough to work with normal children, adequate? How would hearing chil-

dren react to them? How would deaf children react?

Other steps in preparation were: the securing of reports for the prospective campers from the referring agency, the employing of a special counselor who had "sufficient residual hearing to function with hearing children", and the discussion of procedures and program in the preliminary counselor training course both in the city and in camp. Although complete medical reports were available for each child, the "psychological, educational and play-life reports were never forth-coming." It was learned, however, that while deaf children enjoyed the usual activities of hearing children, they showed special interest in dramatics, particularly in pantomime, and also in rhythmic play. Yet, in spite of the thorough planning done, the camp staff awaited the coming of the children with some trepidation.

The children, however, according to the custom of children, began to take over the situation without realizing that any difficulties existed. "A group of deaf children arrived on the train with hearing children the day camp opened. The first remarks by the hearing children, with their feet barely off the train, were effervescent with enthusiasm; 'Meet Harry! This is Bill! That's Jerry! They're swell kids!' To our amazement the hearing children formed natural signs, dramatizing action or ideas without the use of orthodox signs . . . Three hours on the train, immediate acceptance by the hearing campers, a brief introduction, and our fears were dissipated. We knew we could handle the situation.

"The deaf children captivated the camp. We had thought that the hearing children would be painfully and openly over sympathetic. We heard hearing children, who came from the most severely deprived homes—poverty, broken families—say, 'We're lucky, compared to them.' But it was never expressed in any way to a deaf camper. We had thought that some of them with characteristic psychological reserve would shun these youngsters because they did not understand them. A few of them did at first but later overcame this social distance. We had thought that the deaf children on the other hand, would remain aloof, somewhat timid, if not actually frightened, and would at least band together in their common failing. A few of them did but not all, and most of the others overcame this reserve in a day or two."

Out of their very differences they built a new program activity. "They jabbered away with their facility for gesticulating expression and instructed hearing youngsters in the sign language. The clumsy and awkward responses elicited laughter, but they were, nonetheless, patient with us hearing unfortunates. That everyone in camp could converse with them after two or three days, that some of our hearing children, yes, some of them who were known to us

before as special behavior problems, mastered the alphabet and additional sign features to a point where their speed in finger expression was equal to that of a deaf child, was not to exaggerate. Several instructional sessions in sign language were held with hearing children because of their eagerness to fraternize with the deaf campers. Printed manual alphabet cards were distributed to help them practice at leisure. As a matter of fact it developed into a new camp activity.

"They presented on the whole no different problems than the ordinary youngster. Three deaf children out of twenty-eight could not adjust to camp. Two of these could not communicate even in sign language and the third had other physical handicaps in addition to that of deafness. The deaf children measured up to other youngsters in all activities. In their prolific letter writing they nearly solved the governmental postal deficit. They were fabulous writers, left out non-essential words, emphasized nouns and verbs. The typewriter intrigued them and they were forever besieging the office for its use. They took to folk-dancing with avidity, selected their female partners with an eye to beauty as well as dancing ability. Several deaf boys functioned in demonstration sets. At camp fires their pantomimic scrips were among the best executed. They were not original, apparently having been presented at school many times before. . . .

"Their presence caused no observable harm to our hearing children, in fact the reverse was actually the case. There was concern and interest exhibited constantly by our so-called normal group. As for the deaf children they acted as though they belonged. They wanted to stay beyond their time. . . . The staff too learned about a group in our community that needed to be absorbed. Whoever came to camp was impressed by the quality of the relationship that they established. Residents in the neighboring community were sympathetic to their presence and rendered assistance when called upon. . . .

"We demonstrated that a camp program for the deaf did not require segregation; but can be developed in any normal setting. Sympathetic leadership was all that was required plus a bit of daring in the realms of the unknown, which made for educational intrepidity."

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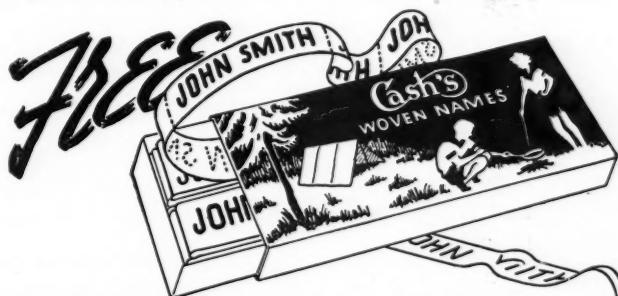
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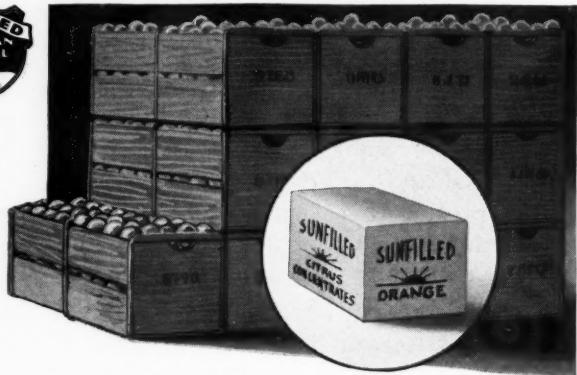
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It's Not Camping That's on Trial

(Continued from page 4)

Raising boys is more important than raising broccoli. Leadership will be mighty important this summer. When leadership is scarce is the time when it becomes the most important.

What the Farm Does for the Worker.

So far we have emphasized what the camper does for the farm. The farm also does something to the worker. Many of our great men got their sturdiness of muscle and character through an early life on the farm. Country living put something into their souls that stood by them in the form of self-reliance, thrift and integrity. Learning by practice means a real education. Wasn't it the embattled farmers who gathered at Concord Bridge? It would seem that the clarion call today is just as clear. It is not a call to meet at one bridge but at every village cross road and farm. East to west, north to south, the village clock has struck.

Camping for Post-War Service.

The British Girl Guides Association has announced the *Guide International Service* whereby teams of volunteer young women will go into countries liberated from the Nazi yoke. Camp training has already begun. They are learning how to live in the open,

how to cook out, how to work on a farm, and how to rough it. These are the same activities that are underwritten in the plan just discussed. They have been the blunt truth. They have not always been pleasant facts. Fortunately, they are not unconquerable. If we face them, with youth, we will all be stronger tomorrow. At first it may seem like an ordeal. It's not too big an ordeal when met from the spring board of camping. Every bit of action will help save lives. Every bit will help bring victory. We have no right to quit.

Conclusion.

Each camp director must draw his own conclusions. If this treatise has set him thinking it has served its purpose. If planning is added to thinking so much the better. The faculty of Massachusetts State College has also done a lot of thinking. In order to help the camp director meet this great challenge the college is offering three courses in Leadership Training. The pre-camp training session has been planned for the week of May 24-29. There will be no tuition. The courses have been planned to help camp directors meet the war-emergency problems referred to in this article. A free prospectus giving the details of the session may be obtained by dropping a post card to the Director of Short Courses, Massachusetts State College, Amherst, Mass.

SECTION NEWS

Mr. Taylor Statten has been appointed General Secretary of the Toronto Young Men's Christian Association, succeeding Dr. George Patterson, who has been appointed Counselor at the newly organized Canadian Legation in Chungking, China. Mr. Statten retired as President of the Toronto Y.M.C.A. in order to accept appointment as General Secretary, commencing February 1st, 1943.

* * *

Miss Helen M. Gillard, Field Adviser for the Girl Scouts, and secretary-treasurer of the Southeastern Section of the A.C.A. has accepted a position with the American Red Cross and will be leaving for overseas service.

* * *

Topics of vital importance to camp directors in the Ontario Section were discussed at the January meeting. Some of the subjects were: unemployment insurance, selective service and employment, transportation, food supplies. Reports of discussions with government officials in regard to these problems were presented to the group.

Mr. L. K. Hall, Professor of Social Science, Springfield College, Springfield, Mass., was the guest speaker at the February meeting.—Mary S. Edgar, section news reporter.

* * *

Dr. Howard Atwood Kelly, internationally known as a medical authority and member of the "Big Four" of the original Johns Hopkins Medical School faculty died on Jan. 12 at the Union Memorial Hospital in Baltimore after a brief illness. He was 84 years old. Dr. Kelly who was widely known for his contributions to medical science was also known in other fields. He was a director of one of America's first private camps, Rothrock's School of Physical Culture operating in 1876, 1877, and 1878. In the years previous to retirement Dr. Kelly was active head of the John Hopkins department of gynecology and was a pioneer in the use of radium for the treatment of cancer.—David S. Keiser, Pennsylvania section.

* * *

We are glad to welcome to the American Camping Association the new Oregon Section organized at Portland, Oregon. Miss Elaine S. Gorham of the Camp Fire Girls has helped in the organization of a group of twelve charter members and Mr. Joe Tibbetts of the Y.M.C.A. will serve as secretary-treasurer.

* * *

Plans are underway in the Pennsylvania section for a counselor training course to be given this spring. The tentative program includes four meetings, two lectures and discussions and two activity sessions, covering the following areas: campcraft, nature, program activities related to O.C.D. and military, food production and conservation, personal health, music and recreation.

A counselor placement service to assist camps in securing counselors through contacts with the U. S. Employment Service, schools and colleges will be established by the section. A paid worker is being employed to handle the office

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details. The plan is being financed by the section and by gifts from individual camps.

A real test of ability to adjust while discussing camping adjustments came when a practice blackout interrupted the January meeting during a discussion of government restrictions on food and transportation led by Mr. Wes Klusmann, special guest for this session.—Marion L. Barrett, secretary.

* * *

Mr. Howard H. Kustermann is leaving Wisconsin, Camp Minikani and the Milwaukee Y.M.C.A. to assume the position of associate secretary of the West Central Area of the Y.M.C.A. with headquarters in Topeka, Kansas. In addition to program responsibility his new position will include supervision of two camps, Camp Wood in Colorado and Camp Sheldon in Nebraska. He will share responsibility for the summer conference for professional Y.M.C.A. workers at Estes Park, Colorado. Mr. Kustermann has been associated with the Milwaukee Y.M.C.A. for several years where he has been active in the A.C.A., council of social agencies, and other community organizations. His many friends in Wisconsin feel that Wisconsin's loss is the West Central Area's gain.—Ray E. Bassett, President, Southern Wisconsin section.

* * *

Dr. Willard L. Nash resigned the presidency of the New York Section at the last meeting of the Board of Directors, February 3. He is leaving the camping field to do recreational work for the U.S.O. Murray Sprung, first vice-president, will be the acting president until the next regular presidential election.—Dorothy Gow, section news reporter.

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Herald Tribune

Gardens for Short Term Camps

(Continued from page 5)

the gardeners at camp with much worthwhile, technical information.

The members of the Gardening Club at the Settlement likewise constructed scrap books, gathered pictures and studied the vegetables and vitamin contents of the produce that were planted in the Victory Garden.

When the campers were preparing to leave at the end of their two-week trip, each Victory Garden camper in charge of a plot, would designate another camper, usually his friend and a member of the Victory Garden Club in New York, to take care of the garden plot for the forthcoming two-week trip. The gardeners would continue with their scrap book projects brought from New York, or vice versa, and likewise keep up with their correspondence.

At the end of the second trip, the campers would likewise appoint a third member of the Victory Garden Club at the Settlement, who was scheduled to come to camp for the third trip, and so on for five trips until the close of the camping season in early September.

Some of the accomplishments of the Cooperative Victory Garden Projects were as follows:

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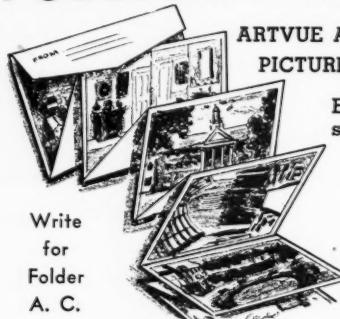
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cational camp activity directly related to the war effort.

2. It made it feasible to carry on a Victory Garden Project for the children in a short term camp with some degree of continuity and follow-up.

3. The construction of the scrap books, drafting of the blueprints, water color paintings, letter writing, menu planning, food preparation, nature study and farming—all were excellent media for the integration of gardening into the entire camp program.

4. The Victory Garden Project gave the members a true and realistic meaning and example of the word, cooperation.

5. It served as the basis and impetus for the growth and development of a permanent Victory Garden Club in the City, which geared its winter activities to studying, research, nature lore, trips to agricultural schools, gardens, and museums, nutrition, cooking and home economics.

6. It provided the children with a year-round interest in camping, and stimulated some of them to search for gardening plots in their back yards or adjoining vacant lots. Some of the children who lived in congested areas were unable to find gardening space, and thus planted flowers and shrubs in pots housed on their fire escapes.

7. It stimulated some of the members to join the Victory Land Corp at High School, and some others volunteered for farm work the following summer.

8. The group achieved its primary objective of providing camp with "Food for Freedom and Victory".

WITH OUR AUTHORS

Elizabeth Shannon.—Miss Shannon has been head of the Riding Department at Perry-Mansfield Camp, Steamboat Springs, Colorado, for the past ten years. During that time she has led many pack and exploring trips into the primitive areas of the Continental Divide. She has had numerous offers of positions in the East but prefers to live in her "cliff dwelling" which is the small town of Clifton, Arizona, where she teaches in the public schools when she is not in the Colorado Rockies.

Portia Mansfield.—Miss Mansfield is co-director of the Perry-Mansfield Camps and Horsemanship Training Course at Steamboat Springs, Colorado. During the winter months she acts as secretary and assistant to a diagnostician in New York City, teaches body-mechanics and runs a moving picture rental library on Horsemanship, Dance, and War Activities as Recreation.

Monte Melamed.—Mr. Melamed is Director of Activities for the Young Men's and Young Women's Hebrew Association of Williamsburg and Assistant Director of Camp Moodna of the Grant Street Settlement. His address is 575 Bedford Ave., Brooklyn, New York.

William Gould Vinal.—Dr. Vinal has long held a position of national prominence in nature education. He is professor of Nature Education at Massachusetts State College, Amherst, Mass. and is a regular contributor to many magazines. He is author of "Nature Guiding" and "Nature Recreation" and during the summer is on the staff of the National Camp, Life Camps, Inc.

Otto T. Gilmore.—Mr. Gilmore is Associate Director of the Boston Council of Social Agencies. Along with other responsibilities he directs the work of the Camp Bureau and the Camp Division of the Council which serves more than 100 agency camps drawing children from Boston.

Mrs. Otto T. Gilmore.—Mrs. Gilmore is the director of the Juniper Trail Camp which is a combination day and overnight camp, caring for 60 or more children daily.

Hallie Wolff.—Miss Wolff is a member of the Cleveland Girl Scout staff and last summer was assistant director of the Girl Scout Camp which served 514 campers. This summer she will be working with the day camp project which will include 12 day camps for 1500 to 2000 girls. Her address is 750 Prospect Ave., Cleveland, Ohio.

E. DeAlton Partridge.—Dr. Partridge is Assistant Professor of Education New Jersey State Teachers' College and a member of the faculty of National Camp, Life Camps, Inc. He was formerly National Director of Research and Program Development, Boy Scouts of America, and is at present Consultant on Visual Education and Research. He is the author of several books "Leadership Among Adolescent Boys", "Social Psychology of the Adolescent", and "Time Out for Living".

Graenum Berger and Sol Rafel.—Mr. Berger and Mr. Rafel, co-authors of the report "Camping in Sign Language", are at present affiliated with Bronx House as Head-worker and Membership Worker. Their address is 1637 Washington Avenue, Bronx, New York.

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Mary L. Northway.—Dr. Northway is lecturer in psychology in the University of Toronto, instructor at the Institute of Child Study at Toronto, and Research Fellow of the Canadian National Committee for Mental Hygiene. She is director of Windy Pine Point, a canoe trip center for older girls in Ontario. She is author of "Charting the Counselor's Course." Her address: University of Toronto, Toronto, Canada.

Dorothy Gow.—Miss Gow is affiliated with the New York Times Camp Bureau and has been serving as section news reporter in the New York Section of the American Camping Association. She was Publicity Chairman for the Regional Conference held in New York in February.

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New York Regional Conference Report

(Continued from page 14)

ing this year for the double purpose of raising food for camp consumption and to help the manpower shortage in farm labor. According to Barnard Joy of the Extension Department of the U. S. Department of Agriculture, 3,500,000 more farm workers are needed this summer. He suggests that camps can help by working in groups on nearby farms, and even better, having a roving group of older boys and girls to go where needed for several days to harvest crops. Camp directors can get information on what are the needs in their locality by writing the State Director of Extension Service, Department of Agriculture, at your state capital.

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